

Lesson III

Part 2 -- Drills.

Conversation and sentence patterns.

Part 3 -- Grammar

1. Past tense: There are several methods of forming past tense in Panjabi. The most common form appears in the following conjugation of paṛṇa -- to read, study, be educated.

<u>Singular</u>	<u>Plural</u>
məṣṣ paṛIa (m)	asī paṛe (m)
məṣṣ paṛi (f)	asī paṛiā (m)
tū paṛIa (m)	tūsī paṛe (m)
tū paṛi (f)	tūsī paṛiā (f)
o paṛIa (m)	o paṛe (m)
o paṛi (f)	o paṛiā (f)

Formal

tūsī paṛe  
o paṛe

There are only four different past tense endings:

singular masculine	-Ia (or -a)
singular feminine	-i
plural masculine	-e
plural feminine	iā

## II

In some verbs with stems ending in a vowel the vowel is lost or shortened in the past form.

læṇā to take

læ-	lIa	(singular masculine)
	lei	(singular feminine)
	lee	(plural masculine)
	lṣiā	(plural feminine)

ræṇā to live

ræ-	rIa	(singular masculine)
	rei	(singular feminine)
	ree	(plural masculine)
	rṣiā	(plural feminine)

bæṇā to sit

bæ-	bIa	- etc.
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## III

Another common method of forming past tense is by means of a consonantal change in the verb stem, accompanied by an -a ending in the masculine singular form, -i in the feminine singular, and the plural endings formed regularly. The consonant is usually a dental or retroflex stop, often geminated. Verbs with vowel stem endings may also take a stop or geminated stop in the past tense. In many cases there is an alternative form corresponding to I above:

bennã	to tie	bedda	(or benIa)	(m, sing)
ben-		beddi		(f, sing)
		bedde		(m, pl)
		beddiã		(m, pl)
gUnnã	to knead	gUdda	(or gUnIa)	
gUn-				
nessnã	to run	nett <sup>h</sup> a	(or nessIa)	
ness-				
karna	to do	kita		
kar-				
siŭnã	to sew	sita		
siŭ-				
pinã	to drink	pita		
pi-				
tõna	to wash	tõta	(tõIa)	
tõ-				
saunã	to sleep	sUtta	(note vowel change)	
sau-				
denã	to give	dItta		
de-				
bænnã	to sit	bæt <sup>h</sup> a	(or bIa)	
bæ-				

pína            to grind            píṭ<sup>h</sup>a  
pí

k<sup>h</sup>ãṇã            to eat            k<sup>h</sup>ada  
k<sup>h</sup>a-

jāṇā is irregular:      gIa      gēe  
   gēi      giā

2. Conjugate the following verbs, using the I method of forming past tense:

āṇā                      to come  
(aIa, etc.)

jannã                      to know  
(janIa, etc.)

mennã                      to agree  
(mənIa, etc.)

bolnã                    to speak  
(bolia, etc.)

lIxñã                    to write  
(lIxIa, etc.)

The past tense of I "to be"

Singular

mãe sã

tũ s æe

tũsĩ sɛo

o si

Plural

asī sã

tũsĩ səo

○ **ສຳນຸ**

The past form of this verb is used with a verb in the past tense when a definite time or event in the past is indicated. The past tense without this form of "to be" usually appears only in a continued narrative or in a general, descriptive statement.

Indefinite Past: mǎ skule parīa te fer kalēj cēlla gīa.

I studied in school and then went to college.

Fæ·z nē nekṣ-I-fēriadi līxi

Faiz wrote Naqsh-i-Fariadi.

Definite Past: Ikba.l nē unni seo teti-Ic bang-I-dra

līxi si

Iqbal wrote Bang-i-Dra in 1933.

3. Sentence Concord. In order to understand Panjabi sentence structure in the past tense the English speaker must forget certain preconceptions about subject and object as they operate in the English sentence. In the sentences in this lesson several patterns are evident, to be analyzed as follows:

N1 - the noun or pronoun which is translated as "subject" in the English sentence

N2 + (nũ) - the noun or pronoun usually translated as "indirect object", sometimes as "direct object" (see 5 below)

N3 - the noun or pronoun translated as "direct object"

N4 - the noun which functions as an identity in relation to N1

V - Verb

Case I N1 and Verb agreement occurs in the past tense with an intransitive verb -- that is, in sentence patterns in which only N1 and N2 can occur:

tũ kIt<sup>h</sup>e jemIa sã

N1  $\longleftrightarrow$  Va Vb

mã Kasur-Iê jemIa sã

N1  $\longleftrightarrow$  Va Vb

tere bare dost hæge sãn

N1  $\longleftrightarrow$  Va Vb

tenū      šæ.r    čəŋga ləɣIa    si  
N2 + nū      N1  $\longleftrightarrow$  Va    Vb

mænū      šæ.r    čəŋga nēi si    ləɣIa  
N2 + nū      N1  $\longleftrightarrow$  Vb    Va

Case II N3 and Verb agreement: In the past tense, when the verb is transitive, that is, if it takes a "direct object" (N3) and N3 is present, the verb agrees with N3. If N3 is not present, verb takes 3rd person masculine singular form.

fer tū ki    kita    si  
N1 (N3)  $\longleftrightarrow$  Va    Vb

hor tū lə.r - Ič ki ki    kita    si  
N1                      (N3)  $\longleftrightarrow$  Va    Vb

tere pIə    nē vi sæ.r odōi čəɖIa si  
N1 + nē              N3  $\longleftrightarrow$  Va    Vb

Case III N1, N4 and Verb agreement - identities:

o    ot<sup>h</sup>e    həki.m    hUnda    si  
N1  $\longleftrightarrow$  N4  $\longleftrightarrow$  Va    Vb

4. nē and nū. nē and nū are postpositions which are used to indicate certain relationships between nouns and verbs in sentences. In the past tense, nē marks the subject (N1) when the verb takes N3, or a "direct object". For example, the following is not a complete sentence, since "o" does not have a subject marker:

o sUṭṭIa                      or                      o ge.nd sUṭṭIa  
(threw that)                      (threw that ball)

But: onē                      o ge.nd sUṭṭIa  
N1 + nē                      N3 ↔ V  
(He threw that ball)

On the other hand, the following are complete sentences, since there is no possibility of confusion between nouns or pronouns.

o      aIa                      o      kar      aIa  
N1      V                      N1      N2      V  
he      came                      he      came home

(one could not say, "came it" or "came that")

Note that when nē is used with N1 there is N3-Verb agreement. When nē is not used with a verb that takes N3, the meaning of the verb is likely to be changed, as well as the noun-verb agreement.

onē                      kItab      parI  
N1 + nē      N3 ↔ V                      (Case II - N3-Verb agree-  
he read the book                      ment, transitive verb)

but: o      lō.r-Iē      parIa  
N1 ↔ V                      (Case I - intransitive verb)  
he was educated in Lahore



onẽ pUttar jemIa

N1 + nẽ N3  $\longleftrightarrow$  V (Case II)

She gave birth to a son

but: o Kasur-Iẽ jemI

N1  $\longleftrightarrow$  V (Case I)

She was born in Kasur

Here parna and jemna become "intransitive" verbs when nẽ is not used with N1.

nẽ is used only when N1 is in the 3rd person. However, N3-Verb agreement still holds on the past tense when N1 is in 1st or 2nd person and N3 is present.

mẽ jUtti sUtti si

N1 N3  $\longleftrightarrow$  Va Vb

I threw the shoe.  
(regardless of speaker's sex)

nũ marks the "indirect object" when a verb takes two objects and both are present. It may be translated as "to" or "at".

onẽ munde nũ texti dItti

N1 + nẽ N2 + nũ N3  $\longleftrightarrow$  V

he gave a slate to the boy

nũ is sometimes used with a noun translated as "direct object" when no "indirect object" is present. Here its use is completely optional except in the cases specifically mentioned below in which some difference in meaning is indicated.

Note differences in sentence structure in the following sentences with and without *nū*. Since a verb never agrees with a noun + *nē* or a noun + *nū*, sentences with a "direct object" and *nū* form a fourth case (see 4 above - sentence concord) in which there is no noun-verb agreement. The verb will be 3rd person masculine singular.

I. *nū* optional:

onē	č <sup>h</sup> Uri	nū	sUṭṭIa	si	
N1 + nē	N2 + nū	Va	Vb		(Case IV - No noun-verb agreement)
he threw the knife					

onē	č <sup>h</sup> Uri	sUṭṭi	si
N1 + nē	N3 ↔	Va	Vb
he threw the knife			

II. *nū* changes meaning of verb:

onē	mUnḁa	marIa	si
N1 + nē	N3 ↔	Va	Vb
he killed the boy			

onē	mUnḁe	nū	marIa	si
N1 + nē	N2 + nū	Va	Vb	(Case IV)
he beat the boy				

III. In certain instances in the present tense, *nū* with the "direct object" indicates present activity, whereas the "direct object" without *nū* indicates trade or profession. *nū* is rarely used with a noun indicating a form of activity.

māē śiśa kəṭnā I cut glass (for a living).

māē śiśe nū kəṭnā I cut the glass.

māē gUlli danda k<sup>h</sup>ednā I play gulli danda.  
(a Pakistani game)

Incorrect:

māē gUlli dande nū k<sup>h</sup>ednā

IV. nū is always used with a pronoun when it stands for a person and is the only object of a verb. nū will not be used either with a noun or pronoun, however, when it is the second object in a sentence:

onē onū ba.r sUṭṭIa si

N1 + nē N2 + nū Va Vb

He threw him out

but: onē o ba.r sUṭṭIa si

N1 + nē N3  $\longleftrightarrow$  Va Vb

He threw it (that) out.

māē onū onā vəl kəlIa si

N1 N2+nū N3  $\longleftrightarrow$  Va Vb

I sent him to them

V. nũ is often used to mean "in the direction of" or "on" (date) with certain intransitive verbs:

mẽ kàr gIa sã

I went home

o kàr nũ gIa si

he went towards home

o k<sup>h</sup>etã nũ tur gIa si

he went to the fields

or: o k<sup>h</sup>etã uel tur gIa si

he went to the fields

mẽ solã July nũ gIa sã

I went on the 16th of July.

o jumerat nũ aIa si

he came on Thursday

To summarize: nẽ is used as a subject marker with 3rd person N1 in the past tense when the verb takes a "direct object" whether or not N3 is actually present. nẽ is never used in the simple present tense. nũ is used with the indirect object, is optional with a single, direct object in most cases, though in some cases it causes a difference in meaning. Used with an intransitive verb, nũ may be translated, "in the direction of" or "on" (date).

6. personal pronouns with nū:

nū fuses with the personal pronouns to produce the following forms:

	<u>Singular</u>	<u>Plural</u>
1st:	mā nū	sanū
2nd:	tuonū (f)	
2nd:	tenū (inf)	tuonū
3rd:	onū	onanū

7. With postpositions nē and nū (and other postpositions see Lesson IV) the following adjectival and noun endings are used:

masc. singular: tera pio

but: tere pio nē

chōṭa mUnda

but: chōṭe mUnde nū

masc. plural: vade mUnde

but: vadīā mUndīā nū

(to, or in relation to, towards,  
the older boys)

These endings do not function in the feminine gender: (except as will be shown in Lesson IV).

ṭUṭi thali nū

toward the broken plate

In the case of nouns which do not take plural endings in the nominative, there is no singular ending before a postposition; the plural of such a noun before a postposition is -ā with a noun ending in a consonant, -uā with a noun ending in a vowel:

pṛa.uā nū

to the brothers

akhbarā nū

toward the newspapers

8. Compound Verbs. Verbs may be formed in Panjabi with a verb stem and a conjugated form of læṇā - to take; jāṇā - to go, āṇā - to come.

tur jāṇā or to leave tUrnā - to walk

cella jāṇā go jāṇā - to go

mæ os dīn raualpīndī cella gīa sī

I left that day for Rawalpindi.

kha jāṇā - to eat up, consume k<sup>h</sup>āṇā - to eat

o sēb kUṣ k<sup>h</sup>a jandæ

he consumes everything

pi jāṇā - to drink up piṇā - to drink

o lēssi pi gīa sī

he drank up the buttermilk

sāu jāṇā - to go to sleep sāuṇā - to sleep

o sāu gīa sī

he went to sleep

læ jāṇā - to take with læṇā - to take

o kītab nū læ jandæ

he takes the book with him

á. jāṇā - to come over āṇā - to come

o lō.rō á. gīa sī

he came over from Lahore

k<sup>h</sup>a læṇā - to be willing to eat, k<sup>h</sup>āṇā - to eat

to eat up, get something  
to eat

læṇā - to take

tūsī kUṣ k<sup>h</sup>a līa sī

Did you get something to eat?

o sēb kUṣ k<sup>h</sup>a lændæ

he is prepared to eat anything

kar læṇṇā - to finish

karna - to do

læṇṇā - to take

onē kam kar lla si

he finished the work

tur læṇṇā - to be able to walk

mæ kār uel tur læṇṇā

I can walk home

læ āṇṇā - to bring

læṇṇā - to take

āṇṇā - to come

o beza·rō roṭi læ aia si

He brought bread from the bazaar

sUṭ āṇṇā - to throw and come back

sUṭṭṇā - to throw

o ge·nd sUṭ aia si

he threw the ball and came back

k<sup>h</sup>a āṇṇā - to eat and come back

k<sup>h</sup>āṇṇā - to eat

mæ k<sup>h</sup>a anā

I'll go eat and come back

9. tō. tō is a postposition meaning "from" (see Lesson IV). It fuses with nouns and pronouns, dropping the initial "t".

othō - from there

ethō - from here

edrō odrō - from here and there (scattering)

ethō othō - from here and there

(othē and ethē refer to locations, whereas

oder and eder refer to directions)

šærō - from the city

karō - from home

tō may also fuse with other postpositions  
(see Lesson IV)

odõ	-	at that time	odõi	-	at that same time
oth <sup>e</sup>	-	there	oth <sup>e</sup> i	-	that same place
eth <sup>e</sup>	-	here	eth <sup>e</sup> i	-	this same place

but: o ohoi kəpre nẽ - that is the same dress

cəŋga	ləŋga	to like
good	to fix, attach	

mãñõ hæduãñã cenga lægia si  
I liked the watermelon

pəsInd    ănă                      to like  
 liking    to come

mănă terbuș peșind aia si  
I liked the watermelon

̀pɔk<sup>h</sup>      ləŋɲa                      to feel hungry  
 hunger    to attach, fix

tenũ šami pòk<sup>h</sup> læggi si (Case II)  
Did you feel hungry last evening?

pir	legnã	to feel
pain	to fix, attach	

onū tīd pir leggi si  
he felt a pain in his stomach



xUṣ      hoṇā      to feel happy  
happy      to be

o meri gəl te barā xUṣ hoīa si

he was very happy about what I said

gəm      ləgnā      to be sad  
grief      to fix, attach

onū hŭṇ tək xala de marən da gəm ləgga dæ

he is still sad about the death of his aunt

piar      karna      to love  
love      to do

faruk rUxsana na·l piar kardæ

Farooque loves Rukhsana

ya·d      karna      to remember  
memory      to do

mæ aj onō barī vari ya·d kita si

I remembered him many times today

tòk<sup>h</sup>a      deṇā      to deceive  
deceit      to give

dUkandar nē mere č<sup>h</sup>oṭe prā· nū tòk<sup>h</sup>a dītta si

the shopkeeper deceived my younger brother

12. Negatives. A negative in a sentence in the past tense does not materially affect the sentence structure. However, the word order may be changed as follows:

mæ odō č<sup>h</sup>edīa si

I left at that time

mæ odō nēī si č<sup>h</sup>edīa

I did not leave at that time

# Vocabulary

(for substitution in Pattern Drills)

k<sup>h</sup>lōṇā -- to stand

(past tense -- klotta, etc.)

mine	(m) pl. -e	month
sara dīn		all day
mīnṭ	(m)	minute
kānta	(m) pl. -e	hour
k <sup>h</sup> anā	(m)	food
tesvir	(f) pl. -ā	picture
hoṭel	(m)	restaurant
hevai eḍḍa	(m) pl. -e	airport
emaret	(m)	building
mezmun	(m)	subject
dUṣmeṇ	(m)	enemy
zila	(m) pl. -e	district
kəmra	(m) pl. -e	room
ak <sup>h</sup> bar	(m or f)	newspaper
aj suba		this morning
aj dupær		this afternoon
suvare		in the morning
mēri·z	(m)	patient
šegird	(m)	pupil
koi		any, a
aṭa	(m)	flour, dough

Vocabulary (continued)

soṇā (ī, ē, īā)

beautiful

kəpra (m)

cloth

kəpre

dress

Pattern Drills

1. Where were you educated?
  2. Where was he (she) educated?
  3. Where did you go?
  4. Where was your brother (sister) born?
- 
1. I was educated in Karachi.
  2. He (she) was educated in Lahore.
  3. I went to the fields.
  4. He (she) was born in Kasur.
- 
1. Was your father (mother) educated in Karachi?
  2. Were you born there?
  3. Was your brother (sister) born in Kasur?
  4. Did you go there?
- 
1. No, he (she) was not educated there.
  2. No, I was not born there.
  3. No, he (she) was not born in Kasur.
  4. No, I did not go there.
- 
1. What did your father (mother) do then?
  2. What did he (she) do after that?
  3. Where did your brother study then?
  4. What work did you do then?
- 
1. He (she) studied there four years.
  2. He (she) worked in Lahore two years.
  3. My brother studied in Kamoki through the 9th grade.
  4. I worked at home five years.
- 
1. Did you go there?
  2. Did your brother come from Karachi?
  3. Did you come from here?
  4. Did he (she) run from there?
- 
1. Yes, I went to Lahore.
  2. No, he did not come from Karachi.
  3. Yes, I came from here.
  4. Yes, he (she) ran from there.
- 
1. How long were you there?
  2. How long did he (she) sit in the chair?
  3. How long did you stand there?
  4. How long did your brother sleep?
- 
1. I was there two months.
  2. He (she) sat in the chair all day.
  3. I stood there for ten minutes.
  4. My brother slept eight hours.

1. Did he (she) like the food?
2. Did you like the picture?
3. Did your brother (sister) like the girl (boy)?
4. Did you like to study?

1. Yes, he (she) liked the food.
2. No, I did not like the picture.
3. Yes, he (she) liked the girl (boy).
4. No, I didn't like to study.

1. Were there good restaurants in Karachi then?
2. Was there a doctor there then?
3. Was there a big airport in Rawalpindi then?
4. Were there beautiful buildings in Gujranwala then?

1. Yes, there were good restaurants in Karachi then.
2. Yes, there was a doctor there then.
3. Yes, there was a big airport in Rawalpindi then.
4. Yes, there were beautiful buildings in Gujranwala then.

1. What else did you see in Sialkot?
2. What else did he study at school?
3. What else did you eat there?
4. What else did he write?

1. I saw many more things.
2. He studied many more subjects.
3. I ate many more things.
4. He wrote many more books.

1. Did you have many uncles in Karachi?
2. Did you have many enemies there?
3. Did he have many patients there?
4. Did you have many pupils in Kasur?

1. Yes, I had many uncles in Karachi.
2. No, I did not have many enemies there.
3. Yes, he had many patients there.
4. Yes, I had many pupils in Kasur.

1. When did you sew the dress?
2. When did he read the newspaper?
3. When did she drink the milk?
4. When did she knead the dough?

1. I sewed the dress last week.
2. He read the newspaper this morning.
3. She drank the milk this afternoon.
4. She kneaded the dough in the morning.

1. When did he go?
2. When did your brother and sister come?
3. When did they leave?
4. When did you sleep?

1. He went yesterday.
2. My brother and sister came last week.
3. They left this morning
4. I slept all day.